

**Galena Park Independent School District**  
**Cobb Sixth Grade Campus**  
**2023-2024 Comprehensive Needs Assessment**



**Board Approval Date:** August 1, 2023

# Mission Statement

The mission at Cobb Sixth Grade Campus, in collaboration with parents and the community, is to provide an exemplary education that encourages all students to excel and perform at their maximum potential in a safe environment.

## Vision

Cobb Sixth Grade Campus's vision is to challenge students of all abilities to achieve excellence academically, socially, and culturally.

## Campus Profile

### Where We Have Been:

Cobb Sixth Grade Campus is named after Dr. Gerald D. Cobb's former superintendent of Galena Park Independent School District. Dr. Cobb served as superintendent for 17 years, beginning in 1970. Cobb Sixth Grade Campus opened its doors for the first time in 2000. Its principal, at that time, was Dr. Angie Williams, who is now Galena Park ISD's superintendent. Since then, Cobb Sixth Grade Campus has been under the leadership of Ms. Elizabeth Lalor, Ms. Julissa Alcantar, Dr. Aneka VanCourt, Mr. Wendell Deason, and Mr. Adrian Hurtado serve as its principal. Cobb has known success since it opened its doors. In 2000-2001, 2004-2008, and 2010-2011, Cobb has deemed a Texas Recognized School. In 2001-2002, and 2008-2010, Cobb has deemed a Texas Exemplary School. In 2016, Cobb met the standard in the accountability rating and earned a distinction designation in the Top 25% Closing Performance Gaps. In 2017, Cobb again met the standard in the accountability rating as well as earned distinction designations in ELA/Reading, Mathematics, and the Top 25% Closing Performance Gaps. In 2018, Cobb received a B rating and earned distinction designations in ELA/Reading, Mathematics, and Postsecondary Readiness. For 2021-2022, Cobb also earned a B rating. We believe in building relationships with students and staff and feel that the main reason for our continued success is our commitment to student growth.

Although our economically disadvantaged student population is 89.51%, Dr. Gerald D. Cobb Sixth Grade Campus has made steady progress. Our success is driven by the commitment of our staff that ensures our students are successful socially and academically. Programs we currently have on-campus include: English as a Second Language (ESL), Special Education (including the PASS program for our emotionally disturbed students), Structured Learning (SLC), the New Arrival Center (NAC) for our students who are new to the US, and our Gifted and Talented / Encounters Program for our high academic achieving students. In addition, we offer support classes to those students who did make progress on their 5th-grade STAAR exam. These students are automatically enrolled in Reading Strategies and Math Plus classes. We also recently added Scientific Investigations to help provide another layer of support for those students who did not meet expectations on the 5th grade STAAR Science exam. We also offer after-school extracurricular activities such as intramural sports for both boys and girls. In addition, our non-sports-related extracurricular programs include band, choir, math, and science club, Distinguished Debonaires, Rosebuds, C.L.O.C., and Demoiselles Diamonds to name a few.

On Saturdays, starting after the 1st nine weeks, we host our Saturday school for students who failed to show mastery in their core subject areas. Last year we revamped our Saturday tutorial programs, renaming them Saturday Learning Center. Students were invited by their teachers and lessons were taught to help those students master tough concepts. In addition, we continue to offer content-specific tutorials once a week/in the subject area. Students that did not reach the approaches level in 5th grade, in reading, math, and science, are also placed in skills classes for these 3 subject areas.

The master schedule was also changed a few years ago to maximize instructional time in the tested areas of math and reading. This change allowed these two subject areas to host 90-minute class periods every day. Science and social studies classes meet every other day for 90 minutes, while elective classes meet every day for 45 minutes. Last year, 2022-2023,

we also gave teachers 90 minutes conference period every day. We use one of these conference periods, weekly, to conduct team/department data-driven instructional planning meetings.

Lastly, Cobb continues to implement the Foundations behavior management program. This disciplined approach has helped encourage positive behavior and is based on creating a safe, civil, and productive learning environment. Our foundation's team has done an outstanding job of setting school-wide expectations and procedures. The foundation's team meets monthly to discuss ways to improve school procedures and offer student incentives.

### **Where We Are Now:**

#### **School Profile**

Dr. Gerald D. Cobb Sixth Grade Campus is one of 23 campuses in Galena Park Independent School District. Dr. Gerald D. Cobb Sixth Grade Campus opened its doors in 2000. Cobb serves predominantly low – middle-class families.

Using data from the PEIMS snapshot on 01/18/2023, the student population is 22.04% African-American, 2.82% white, 0.49% Asian, and 73.3% Hispanic. The staff population is 48.8% African American, 20.4% Anglo, 6.4% Asian, and 19.3% Hispanic, with an average of 11.9 years of experience. We have 100% of Highly Qualified teachers and 100% of highly qualified paraprofessionals. The overall mobility rate for the campus is approximately 8.8%. The average daily attendance rate for students is 96.29%.

According to PEIMS data collected on 01/18/2023, Cobb served 482 emergent bilingual students, approximately 59 students in the Gifted and Talented program, 42 students were identified for 504 services, and 122 students served through special education services.

In 2021-2022 Cobb received an overall rating of B however we received a rating of F in the area of academic growth (2A) in Domain 2. This year we will continue to focus our attention on helping students make growth in the areas of reading and math. Teachers will track their students' growth across campus and district assessments and use this data to prepare lessons that target their students' weaknesses. Teachers will also conduct targeted small groups based on students' data.

#### **Special Programs**

Dr. Gerald D. Cobb's Sixth Grade Campus Title I program consists of parent involvement activities, an extended day for math and reading, math professional development, and two coaches (one for math and one for science). Our State Compensatory Program (SCE) consists of training teachers in best practices for assisting at-risk students, an AEP center, an extended week for math and reading, and dropout prevention professional development. Our campus uses various other resources to enrich our reading and math initiatives.

### **Where We Are Going:**

The Campus Needs Assessment Committee met virtually this year to discuss the following areas: demographics, student achievement, culture and climate, staff quality, recruitment and retention, curriculum, instruction, and assessment, family community involvement, district context & organization, and technology. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. According to benchmark data, the rigors of STAAR-aligned testing items exposed weaknesses across the board. Identified areas of urgency are academic growth and closing the gaps. This year, our specialists will create lessons that target our students' lowest-performing skills so that these lessons can be used in our skills classes.

The committee noted that targeted small-group instruction, push-ins, targeted reviews, and after-school tutorials contributed to students' success and growth. The committee also expressed a need for interventions for our frequent student discipline concerns, especially vapes. Because of this, we will conduct more assemblies to include our discipline plan of action as well as incentives. We will also focus on the harmful effects of vaping. This school year, we implemented two challenges-an attendance and discipline challenges. Based on student and staff feedback, we will continue to offer this challenges-one in the fall and one in the spring semester.

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# Comprehensive Needs Assessment

Revised/Approved: June 20, 2023

## Demographics

### Demographics Summary

Gerald D. Cobb Sixth Grade Campus is an open-enrollment campus that receives students from 10 elementary feeder campuses. According to PEIMS data collected on 01/18/2023, our enrollment was 1030 students. This was an increase of 14 students as compared to data collected on 01/14/2022. The current enrollment as of May 28th, 2022 was 1026. This was about 127 fewer students as compared to the prior school year. Our student population consisted of 22.04% African American, 73.30% Hispanic-Latino, 2.82% white, and less than 1% in the areas of American Indian, Asian, and Native Hawaiian-Pacific Islander. We also had 50.87% female students and 49.13% male students. 89.59% of our student population was economically disadvantaged with 72.33% being at risk.

According to the PEIMS snapshot from 01/18/2023, the staff at Cobb is comprised of 78 teachers, 11 administrative support staff, and 9 educational aides. Overall staff demographics, according to the 2021-2022 TAPR, are made up of 48.8% African American, 23.2% Hispanic, 18.8% White, 6.6% Asian, and 2.6% of two or more races. The educational background of the staff consists of 73.5% Bachelor's degrees, 23.8% Master's degrees, and 2.6% Doctorate degrees.

The campus's overall student attendance for the 2022-2023 school year was 94.33% which was an increase of 0.81% from the 2021-2022 school year. This was lower than the district's attendance goal of 96.5%. Student attendance for the first 3 six-weeks averaged 94.51% an increase as compared to last year's average for the same period. Student attendance for the last 3 six-weeks averaged 94.16% which was also an increase as compared to last year.

### Demographics Strengths

Cobb's 2022-2023 overall student attendance was 94.33% which was lower than the district's goal of 96.5%. Cobb's 1st six weeks' attendance average was 95.91%, the highest out of all the six weeks' attendance averages.

Another demographic strength at Cobb Sixth Grade Campus is the racial/ethnic diversity of its staff.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase strategies to monitor and improve student attendance. **Root Cause:** Failure to decrease absences from students with chronic attendance issues/concerns from 5th grade.

**Problem Statement 2:** Increase professional development opportunities on campus to increase the instructional capacity of the staff. **Root Cause:** Staff development can be repetitive and may not pertain to a teacher's specific content area.

# Student Learning

## Student Learning Summary

Cobb Sixth Grade Campus participates every year in the District's UIL competition. We have won the 1st place trophy since the 2011-2012 school year. This year was not any different as we once again claimed victory by bringing home the 1st place trophy. Cobb claimed 1st place in Ready Writing, Listening, Maps and Charts, Social Studies, Dictionary, and Calculator Applications. Cobb also received several trophies in LOTC: 2nd and 3rd place in color guard, 3rd place in physical fitness, two 1st place trophies in tug-o-war, 3 2nd place trophies in step team, and 3rd place in LOTC creed.

Cobb Sixth Grade Campus participates in statewide STAAR assessments in the areas of reading and math. The tables below show our scores from 2019 - 2022 in these two areas. We are eagerly awaiting our 2023 scores.

MATH STAAR	APPROACHES	MEETS	MASTER
2019	82.22%	50%	23.5%
2021	66.34%	31.25%	11.52%
2022	73.75%	37.86%	13.27%
2023	N/A	N/A	N/A

READING STAAR	APPROACHES	MEETS	MASTER
2019	64.96%	28.7%	10.92%
2021	58.84%	24.46%	10.2%
2022	62.45%	33.43%	12.94%
2023	N/A	N/A	N/A

## Student Learning Strengths

Cobb's students continue to participate in Math and Science UIL, art, and other academic competitions. Our students continue to earn medals and trophies in these areas.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student growth in the areas of reading and math is below expectations **Root Cause:** Professional development in the areas of engagement structures and using data to inform instruction and reteaching strategies

**Problem Statement 2:** Increase professional development opportunities for all staff. **Root Cause:** Professional development needs to be content-specific so teachers can see how to apply it to their subject matter.

**Problem Statement 3:** Increase professional development opportunities on campus to increase the instructional capacity of the staff. **Root Cause:** Staff development can be repetitive and may not pertain to a teacher's specific content area.

**Problem Statement 4:** Student growth in the areas of reading and math is below expectations. **Root Cause:** Professional development in the areas of accountability, teaching a 90-minute class, engagement structures, and using data to inform instruction.

**Problem Statement 5:** Increase professional development opportunities for all staff. **Root Cause:** Professional development needs to be content-specific so teachers can see how to apply it to their subject matter.

**Problem Statement 6:** More training from instructional specialists, librarian, administrators, technology specialist to support instruction. **Root Cause:** Teachers expressed a need for more content specific training. We need to increase training from the specialists and the librarian of resources available for teachers and how to implement them in their classrooms.

**Problem Statement 7:** Teachers and students are not familiar with frequently used technology applications **Root Cause:** Frequent technology trainings for teachers and students on different technology applications

**Problem Statement 8:** Increase common instructional strategies that will assist students during assessments **Root Cause:** There is no shared campus instructional strategy across contents

**Problem Statement 9:** Decrease in targeted intervention **Root Cause:** Teachers knowing their students and filling in the gaps

# School Processes & Programs

## School Processes & Programs Summary

The leadership team at Cobb Sixth Grade Campus consists of administrators, counselors, department chairs, and team leaders. Cobb's leadership team provides valuable insight into many of the decisions that impact the operational/instructional foundation of the campus. The leadership team is tasked with meeting with the staff and getting input/feedback on decisions such as exam schedules, hallway transitions, lunch schedules, and the master schedule. In addition to gathering critical feedback from the staff, they also assist the administrative team in communicating campus goals and initiatives to their teams/departments. Feedback from staff surveys and assessment data is used to determine the professional development that the staff needs. Based on the staff surveys, 83.78% agree that professional development, faculty meetings, and department meetings are focused on continuous improvement. 80% of teachers believe they have access to data and know how to use data when making instructional decisions. 80.55% of teachers agree that content and grade level common planning/or PLC's are made available and supported by the campus curriculum staff.

As a campus, we maximize instructional time when we begin planning the master schedule. All teachers on campus will have a total of 90 minutes every day for conference time that they use for planning/PLCs, parent meetings, and team meetings. All core content classes are 90 minutes- reading and math teachers see their students daily, while science and social studies teachers see their students every other day. Our elective classes are 45 minutes in length. These classes meet every other day, with the exception of band and choir, which meet daily. Students who are unsuccessful on the 5th-grade reading and math STAAR exams are provided with additional support in reading and math skills classes. In addition to providing instructional support, all teachers are trained in the CHAMPS program for classroom management. The CHAMPS program is used campus-wide to assist teachers in minimizing discipline occurrences. Cobb implements an SEL class during the advisory period that focuses on building positive relationships with our students.

In prior years, our counselors visit all 10 feeder elementary schools to offer a presentation on transitioning to 6th grade. This past school year, we brought the 5th-grade students to Cobb for a campus tour, and presentation, as well as allowing students to select their elective classes. Our outgoing 6th graders are exposed to similar information from the 7th-grade campuses. Cobb also hosts an annual "Transition to 7th grade" parent meeting. In this meeting, parents are given important information about 7th grade.

## School Processes & Programs Strengths

Based on our 2022-2023 campus staff survey, 83.33% of the staff believe administration/leadership has high expectations for staff effectiveness and efficiency. 76.67% believe that the staff at Cobb has a clear common vision, purpose, and goals for success. 83.33% of the staff believe that their supervisors evaluate their work to help them improve their craft.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Increase strategies to monitor and improve student attendance **Root Cause:** Failure to decrease the number of students (incoming 5th graders) with chronic absences at the beginning of the school year

**Problem Statement 2:** Increase strategies to monitor and improve student attendance, especially during second semester. **Root Cause:** Failure to decrease the number of students with chronic absences at the beginning of the school year.

**Problem Statement 3:** Parents are not aware/educated on current issues that affect pre-teens or teenagers. **Root Cause:** Parents do not have access to quality information about current issues affecting their children.



# Perceptions

## Perceptions Summary

The Gerald D. Cobb Sixth Grade Campus mission is to ensure collaboration with parents and the community to provide students with the ability to achieve excellence academically, socially, and culturally. Like previous school years, males had the majority of the discipline offenses with almost 68.5%. This was a decrease from the previous school year of 3.5%. When broken down by race, 37% of discipline referrals came from students labeled as Black and 59.2% were Hispanic Latino.

According to the staff survey, 84.62% of the staff believe that professional development, staff meetings, and department/grade level meetings are focused on continuous improvement. 66.7% of the staff believe that the campus encourages parents to attend campus-sponsored events/activities. This was an increase of 6.7% from the previous school year.

Data collected from the parent survey revealed that 80.23% of parents feel welcomed at our school. 80.28% of them also agree that phone calls and emails are returned in a timely manner. In 2022-2023, 68.63% of parents stated that the time of day for parent meetings was average/above average. In 2022-2023, 75% of parents stated that the time of day for parent meetings was average to above average. This is an increase of 6.37% from the 2022-2023 school year survey. Cobb offered several virtual parent meetings, via Zoom this school as well as recorded those meetings and allowed parents to view them at a later time.

## Perceptions Strengths

94.44% of survey respondents believe the district/campus provides information in a format and language that is easily understandable.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increase efforts to return emails and phone calls to parents in a timely manner (within 24 hours of receipt) **Root Cause:** Parents do not feel that the campus returns phone calls and emails in a timely manner

**Problem Statement 2:** Increase opportunities for parents to participate in campus based decision making opportunities **Root Cause:** Parents are not given adequate opportunities to participate in campus based decision making opportunities

**Problem Statement 3:** Students do not utilize counseling services frequently. **Root Cause:** Students are hesitant to speak with a counselor regarding personal and peer concerns.